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AUTHOR Sussman, Earl; Thompson, Glen Robbins
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ABSTRACT

This study was designed to examine factors related to prejudice among fourth grade children from an inner city area of Chicago. A total of 91 children were sampled, 60 from "low-performing" and 31 from "high-performing" fourth grade rooms. Thirty of the low-performing children were assigned to the experimental condition and 30 to the control condition. The basis for grouping subjects (Ss) into "high" and "low" groups were group IQ scores and third grade scores on the Metropolitan Reading Test. The measure of prejudice included several subtests dealing with separate minority groups; it was administered to all groups prior to treatment. Then a two-week training period was given to the experimental group; this included historical and cultural information about several minority groups. During the two weeks of treatment the experimental group received 30 minutes of this program each school day. Then both groups received the posttest. Statistical analysis revealed that prejudice among these children varied inversely with intelligence, that the treatment program decreased the prejudice of experimental group Ss, that minority children showed a prejudice against themselves, and that the feelings minority children have about themselves were affected by the treatment program. (Author/JM)

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PREJUDICE AS A FUNCTION OF INTELLECTUAL LEVEL AND CULTURAL INFORMATION

Earl Sussman
Chicago Public Schools

Glen Robbins Thompson
Northeastern Illinois State

UD011377

PREJUDICE AS A FUNCTION OF INTELLECTUAL LEVEL AND CULTURAL INFORMATION

Purpose

This study was designed to examine factors related to prejudice among fourth grade children from an inner-city area of Chicago. Specifically, the main research questions studied were as follows:

1. Does prejudice among these children vary with intelligence?

2. Will a program designed to provide information of a historical and cultural nature about minority groups affect the prejudice of these children?

The study was also concerned with the self-concept of minority children. Some evidence is on hand which suggests that not only must minority children suffer from the social, economic and educational consequences of prejudice, but from a confused and ambivalent self-concept as well. It is argued that if the dominant culture includes prejudice against the minority group in question, then the minority child, to the degree that he is influenced by the dominant culture, will feel a prejudice against himself.

The research questions related to this aspect of the study were:

3. Will minority children show a prejudice against themselves?

4. Will the feelings of minority children have about themselves be affected by a program designed to provide information of a historical and cultural nature about their own culture?

Method

a. Subjects

A total of 91 children were sampled for this study, 60 from "low-performing" fourth grade rooms, and 31 from "high-performing" fourth grade rooms; all were in attendence in a Chicago elementary school located in an inner-city area. Thirty of the low-performing children were assigned to the experimental condition, and thirty to the control condition. Table I summarizes the characteristics of these groups.

TABLE I

SUBJECT DESCRIPTION

Variable	High	Exp.	Cont.
Number	31	30	30
Average Reading GE*	3.35	2.18	2.23
Number Spanish-Speaking	25	25	26
Number Southern White	3	3	5
Number Black	2	2	2

*Scores are Metropolitan Reading Scores from Grade 3.

The bases for grouping these children into "high" and "low" groups were group IQ scores (not available) and third grade scores on the Metropolitan Reading Test.

b. Procedure

The measure of prejudice used in this study was adapted from one developed by Adorno, et. al:, in their study of the authoritarian personality. Each subtest of the scles dealt with a separate minority

group as follows: 1) Spanish-Speaking; 2) Negro; 3) Southern White; 4) American Indian; and, 5) Oriental (See Appendix I for a copy of the Scale as used).

An examiner read each question to each of the groups of children in an effort to minimize the effect that reading level might have upon the results. In addition, a special answer sheet was constructed. It contained for each item on the Scale three faces, a happy face, a neutral face, and an unhappy face. If the examinee agreed with the statement contained in the item, he was instructed to mark the happy face; if he disagreed with the statement he was to mark the unhappy face. He was asked to mark the neutral face if his feelings about the statement were ambivalent or neutral. (See Appendix II for a sample answer sheet.)

Items in which the examinee agreed with a prejudiced remark were scored +1; items in which the examinee indicated a neutrality of feeling were scored 0; and, items in which the examinee expressed disagreement were scored -1. Thus, the highest possible score for a subtest would be 7, presumably showing high prejudice, while the opposite extreme, a -7, would suggest low prejudice.

This scale was administered to all groups prior to treatment, thus permitting a comparison of prejudice scores for the High and Low groups.

The second phase of the procedure involved a two-week training period designed to provide the experimental group with historical and cultural information about several minority groups. The major portion of this treatment consisted of the American Minorities filmstrip program, with one filmstrip shown each period, followed by class discussion. The balance of treatment was comprised of excerpts from selected history

and social study books, as well as from lecture notes and newspaper and magazine articles. During the two weeks of treatment the experimental group received thirty minutes of this program each school day.

At the end of two weeks the posttest was administered to both experimental and control groups.

Results

A simple one-way analysis of variance was used to compare high and low groups on total prejudice score. The results of this analysis are shown in Tables II and III. Table II shows a significant group

TABLE II

ANALYSIS OF VARIANCE ON TOTAL TEST
FOR HIGH AND LOW GROUPS

Source	df.	MS	F	P
Groups	1	2500.00	26.55	.01
Error	89	94.16		

effect. Table III presents the averaged total prejudice score for

TABLE III

AVERAGE PREJUDICE SCORES FOR HIGH AND LOW GROUPS

Group	N	Ave. Score
High	31	-.35
Low	60	1.86

High and Low groups, with children in Low rooms scoring significantly

higher in prejudice than children in High rooms.

Experimental and control groups were compared on pretest scores using a three-way analysis of variance with repeated measures, the between factors being treatment condition and subject background, and the within factor being subtest score. Table IV shows this analysis.

TABLE IV

SUMMARY OF ANALYSIS OF VARIANCE
PERFORMED ON PRETEST SCORES FOR EXPERIMENTAL
AND CONTROL GROUPS

Source	df.	MS	F	P
Between Subjects				
Treatment	1	4.08	<1	NS
Student Background	2	2.12	<1	NS
Treatment x Background	2	.60	<1	NS
Error A	54	36.78		
Within Subjects				
Subtests	4	3.32	1.98	NS
Subtests x Treatment	4	1.24	1.19	NS
Subtests x Background	8	2.83	1.69	NS
Tests x Treat x Backgnd	8	.36	<1	
Error B	216	1.67		

None of the effects were significant. Therefore, posttest scores were used exclusively to determine treatment effects.

Table V presents the analysis of variance performed on posttest scores for the two treatment groups. Two of the effects are shown to

TABLE V

SUMMARY OF ANALYSIS OF VARIANCE
PERFORMED ON POSTTEST SCORES FOR EXPERIMENTAL
AND CONTROL GROUPS

Source	df.	MS	F	P
Between Subjects				
Treatment	1	162.80	4.43	.01
Student Background	2	.21	<1	NS
Treatment x Background	2	.46	<1	NS
Error A	54	36.78		
Within Subjects				
Subtests	4	10.42	8.27	.01
Subtests x Treatment	4	.99	<1	NS
Subtests x Background	8	.95	<1	NS
Tests x Treat x Backgrnd	8	1.16	<1	NS
Error B	216	1.26		

be significant: the treatment effect and the subtests effect.

Table VI indicates the total prejudice score averages for the two treatment groups. The experimental group shows an average score

TABLE VI

AVERAGE POSTTEST PREJUDICE SCORES
FOR THE TWO TREATMENT CONDITS

Group	N	Ave. Score
Experimental	30	-.11
Control	30	1.36

in the negative range, whereas the control group does not.

Table VII gives average prejudice scores for each of the subtests, for all subjects, both experimental and control. Scheffe's method for making multiple comparisons indicates that the average score for

TABLE VII

AVERAGE POSTTEST PREJUDICE SCORES FOR EACH SUBTEST FOR BOTH TREATMENT CONDITIONS COMBINED

Subtest (N=60)	Average*
Spanish-Speaking	- .05
Negro	.60
Southern White	1.09
American Indian	.78
Oriental	.63

*Scheffe's Critical Value = .63

the first subtest was significantly lower than that of any of the other subtests. No other difference was significant.

Table VIII makes two additional comparisons, but with Spanish-Speaking students on the Spanish-Speaking subtest only. First, a

TABLE VIII

COMPARISONS OF SPANISH-SPEAKING SUBJECTS ON SPANISH-SPEAKING SUBTEST

Group	$\bar{X}$	vs. Group	$\bar{X}$	df.	t
Exp. Posttest	- .92	Cont. Posttest	.64	48	1.68
Exp. Pretest	1.28	Exp. Posttest	- .92	23	2.37*

*p <.05

comparison is made of the experimental and control posttest scores, and second, a comparison is made of experimental pre-and posttest scores. Only the second of these comparisons was significant, showing a decrease in the prejudice scores following treatment.

Discussion

Statistically, the answers to the research questions seem to be quite clear.

1. Does prejudice among these children vary with intelligence? Yes, inversely (Tables II and III).

2. Will a program designed to provide information of a historical and cultural nature about minority groups affect the prejudice of these children? Yes, such a program decreases prejudice (Tables V and VI).

3. Will minority children show a prejudice against themselves? Yes (Table VIII).

4. Will the feelings minority children have about themselves be affected by a program designed to provide information of a historical and cultural nature about their own culture? Yes (Table VIII).

Therefore, the results of this study do support the idea that schools should include in their regular programs some provision for instructing children about the history and culture of minority groups. Presumably such a program would help accomplish two desirable goals. First, it would tend to decrease prejudice in the general school population, and second, it would serve to improve the self-concept of minority group members.

There are several restrictions in interpreting the results of this study, however. First, in this paper prejudice was taken to be synonomous with score on the scale, even though evidence is not

yet available concerning the scale's validity.

Second, it is not known what influence a teacher's presence has upon the way in which children respond to a scale such as the one used in this study. Children who are anxious to please their teacher might respond in a way they feel he wants them to respond. If the teacher has never discussed minorities with his students, and his apparent identification is with a majority group, then they might assume him to be somewhat prejudiced. Their pretest scores would indicate this. During the course of treatment, then, the experimental group would discover their teacher's real feelings about minority groups. Thus, they would feel free to show a less prejudiced position on the posttest. If this phenomenon did occur, then the results would have a far different meaning than the one assumed for them.

Third, the scale contained only negative statements; perhaps it would have been desirable to intersperse positive statements with the negative ones.

Fourth, problems in sampling within the educational system create an additional restriction. Only to the degree that it can be claimed that students are randomly assigned to classrooms can it be claimed that the students themselves were the experimental unit. Such a claim is made for this study, however.

In conclusion then, suffice it to say that the results of this study do support the idea of instructing school children about the history and culture of minority groups, with many facets of the enterprise requiring further research.

APPENDIX I

Prejudice Scale

Prejudice Scale

A. Spanish-Speaking Sub-Scale

1. There is something strange and different about people who speak Spanish.

2. One thing wrong with Spanish-Speaking people is that you can always tell who they are.

3. Spanish-Speaking people are a bad influence on the rest of us.

4. All Spanish-Speaking people are the same.

5. It would be best for our country if all Spanish-Speaking people went back where they came from.

6. Neighborhoods with many Spanish-Speaking people always seem smelly and dirty.

7. Companies should not hire and Spanish-Speaking people.

B. Negro Sub-Scale

1. Negro people are very pushy.

2. It would be a mistake to have a Negro teacher in our school.

3. Negro people are very dumb and lazy.

4. All White people are better than all Negro people.

5. It would be very nice if there were no Negro children in our school.

6. Negro children cause all of the trouble in our school.

7. All Negro children should be put in a school by themselves.

C. Southern-White Sub-Scale

1. People from the South talk funny.

2. Southern people cheat and steal from other people.

3. Southern people are lazy and dumb.

4. I wish all southern people would go back where they came from.

5. No one should give a southern person a job.

6. I have never known a southern person that I have liked.

7. Southem children do not believe in our school.

D. American Indian Sub-Scale

1. The only thing that Indians did was to kill White people.

2. Indians are always drunk.

3. Indians can't keep a job because they are lazy and dumb.

4. I would not like to live near an Indian.

5. All Indians should be forced to stay on the reservation.

6. Indians are very funny looking.

7. Indians are very dirty and smell.

E. Oriental Sub-Scale

1. Oriental people have funny eyes.

2. Orientals are very sneaky.

3. I don't trust orientals.

4. Orientals will always be our enemies.

5. If we eat their food, we will get very sick.

6. Their yellow skin makes me sick.

7. All Orientals should be put together in a camp so we don't have to worry about them.

APPENDIX II

Sample Answer Sheet

Name _____ School _____ Date _____

Teacher _____ Test _____ Room _____

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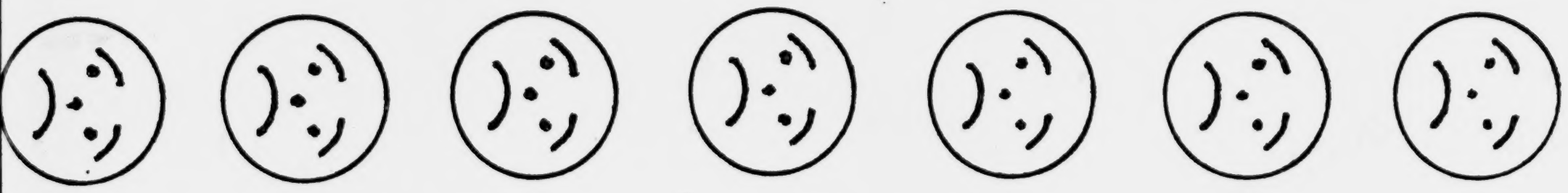
7. 6. 5. 4. 3. 2. 1.



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14